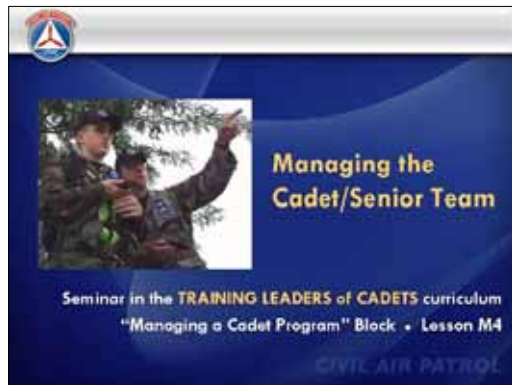


# MANAGING THE CADET/SENIOR TEAM



**Scope:** Good squadrons are lead not by a senior staff or a cadet staff, but by a team of cadets and seniors working together. The cadet/senior team environment is dynamic: as cadets mature, the level of guidance provided by seniors should change to match the cadets' leadership competencies. This seminar explores that dynamic by considering the responsibilities of cadet and senior staff positions, what leadership roles are appropriate for cadets, and what responsibilities can not be delegated by seniors. The seminar concludes with a discussion of the factors seniors should consider when managing the cadet staff over the long-term.

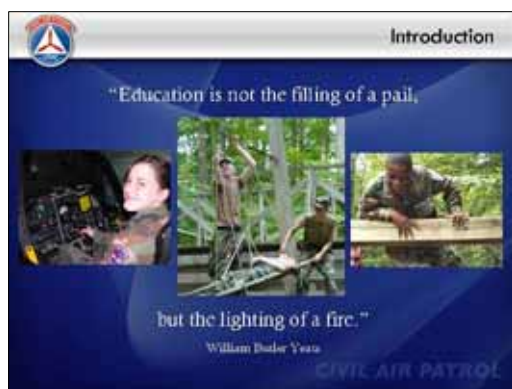
**Format:** Guided Discussion

**Duration:** 50 Minutes

**Objectives:**

1. Identify Cadet Program staff positions and describe their relationship to each other.
2. Identify responsibilities of seniors and cadets and discuss how they can divide their labor.
3. Describe what leadership roles are appropriate for cadets during each Phase.
4. Identify and discuss considerations in managing the cadet staff as a system.

**Resources:** “Who Comprises a Cadet Program Staff?” hand-out; “Scope of Leadership Expectations” hand-out; note-taker; PowerPoint slides.



## INTRODUCTION & OVERVIEW

“Education is not the filling of a pail, but the lighting of a fire.” - William Butler Yeats

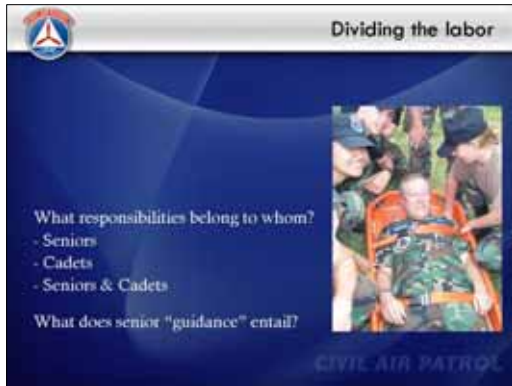




## MAIN POINT #1 BOTH CADETS & SENIORS COMPRISE THE STAFF

What positions comprise the senior staff? What are the basic roles and responsibilities of each of those positions?

*See the "Who Comprises a Cadet Program Staff?" hand-out.*



## MAIN POINT #2 DIVIDE THE LABOR TO TEACH RESPONSIBILITY

Perhaps the most effective way of building a sense of responsibility in cadets is to give them some ownership in the squadron.

### **Responsibilities of Seniors:**

### **Responsibilities of Cadets:**

### **Shared Responsibilities:**

The concept of senior guidance, senior oversight, or senior supervision keeps coming up as we discuss the division of labor. What do those concepts mean? What do they not mean?

### **Senior Guidance Is:**

### **Senior Guidance Is Not:**

Match cadets with the right roles

What types of positions and expectations are appropriate for cadets in each phase?

Phase I	Cadet airmen	Followership
Phase II	Cadet NCOs	Small-Team Leadership
Phase III	Cadet officers	Indirect Leadership
Phase IV	Cadet officers	Executive Leadership

CIVIL AIR PATROL

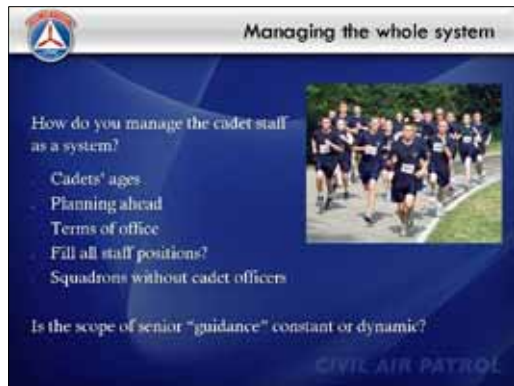


### MAIN POINT #3 MATCH CADETS WITH THE RIGHT ROLES

Each phase has a leadership focus. For example, in Phase I, cadet airmen are learning how to follow. In Phase IV, cadet officers experience executive-level leadership. There should be a direct connection between a cadet's grade, the level of leadership you expect from them, and the job you assign them.

*Refer to the "Scope of Leadership Expectations" handout.*

#### Discussion Notes:



## **MAIN POINT #4 MANAGE THE CADET STAFF AS A WHOLE SYSTEM**

Cadets come and go, so it is up to senior members to perpetuate the squadron's successes, and manage the cadet staff over the long-term as a whole system. By speaking of the cadet staff as a whole system, I mean that it is not enough just to give each individual cadet the right staff job, we need to look at all the cadets as they are now, and anticipate where they will be in 6-months or a year from now, and plan for that future so the squadron and the cadet staff continues to flourish.

**Considerations Regarding Whether to Fill all Staff Positions:**


**Considerations Regarding Planning Ahead:**

**Considerations Regarding Squadrons Without Cadet Officers:**

**Is the scope of senior "guidance" constant or dynamic?**

**Considerations Regarding Age:**

**Considerations Regarding Terms of Office:**

 **Conclusions**

**Teach Responsibility.** Use a team approach in planning cadet activities, teaching classes, and mentoring and disciplining cadets.


**Challenge Appropriately.** There should be a direct connection between your leadership expectations of cadets, the cadet's grade, and the cadet's staff assignment.


**Vary Your Leadership Approach.** The level of guidance you provide should become more indirect as your cadets mature and gain rank.

**Plan for the Future.** Anticipate your future staff scenarios, and groom today's airmen to become tomorrow's cadet officers.

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## CONCLUSIONS & CLOSING

 **CAP: a one-room schoolhouse**



"Arrange everything so that the strong have something to yearn for and the weak nothing to run from."  
- *The Rule of St. Benedict*

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